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ABSTRACT

This paper examines educational development in East-European socialist countries in the 1970's. The main emphasis is on Russia. The paper is organized topically. Topics discussed include: educational policies and plans; general principles of educational development; indicators of the levels of educational attainments; population dynamics; preschool education; primary and secondary education; vocational training; and new trends in financing. On the whole, the analyses of the development of education in these socialist countries demonstrate a wide diversity of patterns of educational policies, structures, contents, and methods. Often it appeared impossible to identify trends which would be characteristic for all the countries. In some cases the developments were going in opposite directions. Therefore, the paper includes analytical information for the entire group of countries and, where possible, by separate countries. In general, long term educational plans in socialist countries have several main objectives. The first is to help youth acquire solid scientific and technological knowledge and instill in them a deep ideological conviction. The second objective refers to the further development and improvement of the existing and the building of the new structure of the educational system. The third objective is the socioeconomic efficiency of education.
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MAJOR QUANTITATIVE DEVELOPMENTS IN THE
FIELD OF EDUCATION IN THE EAST-EUROPEAN
SOCIALIST COUNTRIES IN THE 1970's

by L. G. Menyalenko

Division of Educational Policy
and Planning

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This paper was prepared as a background
study on major trends and developments
of education in socialist countries.

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FOREWORD

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The series includes two general types of papers: (i) those focusing on the education system or some educational problems in a particular country (numbered C.1, C.2, etc.) and (ii) those treating a subject with a broader or indefinite geographical context (numbered S.1, S.2, etc.). The current list of titles, which contains an index by country and by general subject, may be obtained from the address at the bottom of this page. Comments on the series and on particular papers are most welcome.

AVANT PROPOS

La Division des politiques et de la planification de l'éducation de l'Unesco reproduit certains documents techniques dans la série "Rapports et Etudes" afin de diffuser des informations et des idées relatives aux problèmes courants auxquels doivent faire face les décideurs, les planificateurs et les administrateurs de l'éducation ainsi que les architectes scolaires. Ces documents sont distribués sur demande aux spécialistes de l'Unesco et aux cadres techniques intéressés d'institutions gouvernementales et privées.

La plupart des documents de cette série ont été à l'origine préparés pour des programmes d'études de la division, des réunions ou des conférences et ont été sélectionnés en fonction de l'actualité du sujet traité. Les idées exprimées sont celles des auteurs et ne reflètent pas nécessairement les vues et politiques de l'Unesco. Les lecteurs doivent également tenir compte du fait qu'il s'agit souvent de documents de travail inédits qui ne sont pas destinés au public. De plus, certains auteurs ont rédigé leur document dans une langue qui n'est pas la leur, ce qui explique quelques faiblesses linguistiques.

Cette série se divise en deux catégories de documents : (1) ceux qui ont trait au système éducatif, ou à un aspect particulier de l'éducation dans un pays donné (numérotés C.1, C.2, etc.) et (2) ceux qui traitent d'un sujet dans un contexte géographique plus large ou non défini (numérotés S.1, S.2, etc.). La liste actualisée des titres, qui contient un index par pays et par sujets, peut être obtenue à l'adresse ci-dessous. Tout commentaire éventuel sur cette série et sur chacun des documents serait apprécié.

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Introduction

The present paper consists of the following parts : Summary of the major principles of educational policies in the eleven countries of the sub-region ; the major indicators of the level of educational development ; analyses of the quantitative trends in demographic development and in education in particular in pre-primary, primary, various types of secondary and higher education ; basic information on the role and types of non-formal education ; basic information concerning ways and means of financing education.

It should be noted that an effort has been made to analyse the trends of educational developments relating, whenever possible, to all countries of the sub-region. However, more often than not it appeared impossible to cover all countries. For example, the information concerning Albania was not available except those scarce data published in the Unesco Statistical Yearbook. Furthermore in many cases the data published in national statistics were not comparable due to the various structures or years. As requested the main emphasis was laid on the USSR, the country population of which represents 2/3 of that of the sub-region. Preference was given to recent statistical publications in Russian.

On the whole the analyses of the development of education in the socialist countries demonstrate a wide diversity of patterns of educational policies, structures, contents and methods. Often it appeared impossible to identify trends which would be characteristic for all the countries. In some cases the developments were going in opposite directions. Therefore the paper includes analytical information for the entire group of countries and where necessary by separate countries in particular for the USSR.

The above-mentioned diversity of patterns of educational development does not concern educational goals and general principles of educational policies common to the socialist countries.

1. Educational policies and plans

In the years 70's the East-European Socialist countries have undertaken considerable efforts to ensure further democratization of education at all levels and types of education ; to introduce profound educational reforms with a view to making it more relevant to life, in particular adapting it to the needs of the society and economic development. Almost all countries have adopted legislations emphasizing links between schools and productive work.

Yet another most recent trend in educational development is an accent on an uplifting of the general cultural level of secondary and higher school graduates. This is being done through profound reforms of the contents of education, strengthening of out-of-school activities ; further development of mass and new media for educational purposes. As to the methods of introducing the reforms and innovations they were undertaken after experimenting and step-wise. The particular interest for the analyst of educational development represents the Constitution of the USSR adopted in October 1977. The realisation of the provisions of this document is opening the prospects of establishment of a learning society in the USSR (see article 4.5). Similar goals are formulated in the Constitutions and educational policy statements of other countries under consideration.

The XXVI Congress of the C.P. of the USSR approved this year "The basic orientations for the economic development of the USSR for 1981-1985 and for the 1990s" which, inter alia, foresees further development of the system of public education in the light of : a) the requirements of scientific technological progress ; b) further rising of professional and general cultural standards of working people ; c) improvement of training of qualified workers and specialists ; d) further development and improvement of quality of universal secondary education ; e) increased emphasis on education by work ; f) professional orientation of the youth, its ethnic and esthetical education. In realization of the decisions of the XXVth Congress of the C.P. of the Soviet Union, the Central Committee and the Council of Ministers have undertaken a number of important measures, stipulated by such educational policy statements as

"Towards further improvement of education, training, employment and servicing of mentally and physically handicapped persons" (1975) ; "Towards further improvement of the process of training and education in the system of professional and technical education" (1977) ; "Concerning the free of charge use of textbooks in the general education schools" (1978). The All-Union Congress of teachers, which took place in June 1978 in Moscow analysed educational developments in the country in the last decade and formulated a number of important recommendations to be taken into account by future educational plans. Since the Bucharest Conference important legislative acts have been adopted also in other countries of the region, e.g. "The Educational Law" adopted by the Supreme Soviet of the Byelorussian SSR, passed 25 December 1974; the Plenary Meeting of the Romanian Communist Party adopted in November 1976 the Programme of Further Development of Education on the basis of which the Congress of Political Education and Socialist Culture passed in July 1977 the "decree on the organization and running of the lycée system ; decree on the organization and running of vocational schools ; decree on the classifying list of specialties and branches of study in institutions of higher education, etc.

The management of the system of public education in USSR is done in a centralized way by the Ministry of Education, the Ministry of Higher and secondary specialised education, by the State Committee for Vocational Training. In the Union Republics, the management is undertaken by the Republic's ministries and by State Committees. The continuous process of educational innovations and reforms is undertaken in the socialist countries on the basis of research works and experimentations. The empirical research and experimentations. The empirical research and experimentation in the field of education is, as a rule, undertaken in various schools or in some educational districts. This method helps to avoid unforeseen difficulties and obstacles and increases efficiency in innovations and reforms. An interesting new feature in formulating long-term educational policies through research and experimentations is modeling in so-called experimental schools, where alternative models of "the school of the future" are tried. The time span in projecting future schools is normally 15-20 years, that is until the year 2000.

2. General Principles of Educational Development

The right to education is guaranteed by the Constitutions. This right is ensured by a) introduction of compulsory general education the duration of which varies between 8 and 10 years in different countries, with a net tendency of lengthening its duration ; b) the unity of the system of public education including possibility of transfer from one type of educational establishment to another ; c) access to education free of charge and a system of state fellowships for the students of secondary specialized and higher education ; d) free choice of language of instruction (in the USSR, for example, there exist 57 languages of instruction) (1) ; e) education of persons of both sexes together ; f) by the scientific and secular character of education devoid of religions' influences (2).

The basic principle of education in the Socialist countries is education in the process of work (*trudovae vospitanie*) which comprises intellectual work, training for certain performances and certain trades, socially useful work, family work, professional work, work as a means of moral education. To this extent, in the countries of the sub-region, education is conducted in conjunction with productive work. In the Soviet Union for example, a network of "teaching-production complexes" is being established with a view to giving all the pupils of 9th and 10th an access to productive work. Special training facilities are being established in the neighbouring enterprises and firms. An interesting new trend is noticed in recruiting practitioners for part-time teaching in these schools as well as for institutions of higher education. The outstanding personalities in various fields of economics, science and culture are contributing more and more through mass media, particularly radio and television, to education of the young generation as well as to professional up-grading of specialists, already employed in economy, social services and culture.

(1) USSR State Committee for Science and Technology Education in USSR, 1978 (in Russian) p. 1.

(2) For more details see the Fundamental Principles of Legislation of the USSR and the Union Republics on Public Education of 19 July 1973 (in Russian) and the Law of Education in the Socialist Republic of Romania of 1968 and Decree on the organization and running of the lycée educational system of 1977.

3. Indicators of the levels of educational attainments

Already at the Bucharest Conference the countries of the sub-region reported considerable achievements in the field of education. In the years that followed, educational attainment increased further although the rates of the advancement were different for various levels and types of education as well as for various countries. A point in case is the Soviet Union where over 40 % of its population older than 7 years (93 million people) were enrolled in one or another type of educational institution in 1977. In the same year, 126,1 million inhabitants had higher or secondary education (1). The dynamics of the number of specialists with higher and secondary specialized education in the economically active population is shown in table n° 1 :

TABLE I - Educational Attainment of the Working Population
(USSR, in millions)

	:	:	:	1965	:	:	1975
	:	1941:	1955:	-----	:	-----	-----
	:	:	:	%	:	:	%
	:	:	:	:	:	:	:
(Total n° of specialists:	2401:	5133:	12066:	100 :	22796 :	188.9 :	)
(including :	:	:	:	:	:	:	)
(- with higher education:	909:	2184:	4891:	100 :	9477 :	193.8 :	)
(- with secondary spe	:1492:	2949:	7175:	100 :	13319 :	185.6 :	)
(cialized education :	:	:	:	:	:	:	)
(:	:	:	:	:	:	:	)

Source : The USSR State Committee for Science and Technology.

Education in the USSR (in Russian, Moscow 1978)

As can be seen from the above table, in the last decade the number of specialists among the employed population in the USSR was growing on an average of 8.9 % per annum. The number of specialists with higher education was growing even faster by 9.4 % per annum. As have higher and secondary specialised education (2). The current five-year economic development plan has as its target to train over 10 million new specialists with higher and secondary specialized education as well as 11 million qualified workers. The number of qualified workers with secondary education to be trained during

(1) The USSR State Committee for Science and Technology Education in the USSR (in Russian)

(2) The USSR State Committee for Science and Technology Education in the USSR, p. 27

76-80 is planned to grow 2.5 times. This represents a new trend in educational development which simultaneously reflects the practical realization of the policy of overall secondary education as well as a considerable progress in polytechnization of the school.

4. Population Dynamics

This part deals with the major trends in population dynamics in the East European countries in 1970-76. The data given below include the following countries : Albania, Byelorussia, Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Romania, Ukrainian SSR, USSR, Yugoslavia.

In 1976 the population of the sub-region reached 386.6mln, which represented an increase of 5.3 % over 368,2 mln in 1970. The average annual rate of increase of the population by country for 1970-76 was the highest (3 %) in Albania, and only 0,9 % for the Soviet Union. For the sub-region as a whole, it was also 0.9 %.

Given the moderate birthrate, typical for the sub-region, the population under 15 and 24 years of age represents a relatively small part of the total population in comparison with the world figures not to mention figures for developing countries for this age group.

The only exception is Albania where the group under 15 years of age amounts to 40.8 % (see table 3).

There is no data available concerning the distribution of the population by age groups for other years for the sub-region as a whole. That would have permitted to determine the dynamics of the population by age groups more exactly. However, there are figures for the USSR. This is the largest country in the sub-region and its population represents 66 % of the total.

The table given below illustrates the continuing decrease of the percentage of the population under 24 years of age in the USSR. If in 1970 this age group represented 45.4 % of the total population, in 1975 it fell down to 44.3 % and is estimated to attain 42.4 % in 1980 and 38.8 % in 2000. This might affect the total enrolment which

Table 2 - Population dynamics 1965 - 1976

Annual rate of increase: 1970 - 1976 %		1965	1970	1974	1975	1976
3.0	Albania	1865	2140	2416	2482	2548
0.5	Bulgaria	8201	8490	8679	8722	8761
0.7	Czechoslovakia	14159	14330	14686	14802	14918
0.3	IDR	17020	17060	16920	16850	16786
0.4	Hungary	10148	10340	10458	10540	10556
0.9	Poland	31496	32530	33691	34020	34362
1.0	Romania	19027	20253	21029	21245	21446
0.9	Yugoslavia	19430	20370	21160	21352	21560
0.9	USSR	230940	242760	252064	254382	256674
	Byelorussian SSR	8610	9040	9299	9351	-
	Ukrainian SSR	45340	47310	48521	48900	49100
	Total	352286	368273	381103	384395	387611

Source : Unesco Statistical Yearbook 1977 and UN Demographic Yearbook 1976.

Table 3 - Population of the East-European countries by age groups

Year 1975, in percentages

age group :	- 15 :	15 - 19 :	20 - 24 :	0 - 24 :	25 - 64 :	65 + :
country :	:	:	:	:	:	:
Albania	40,81	11,1	8,6	60,5	35,2	4,3
Bulgaria	22,2	7,5	7,7	37,4	51,6	11
Czechoslovakia	22,7	7,6	8,6	38,9	48,4	12,6
IDR	22,6	7,6	7,5	37,4	45,8	16,6
Hungary	20,1	7,5	8,6	36,2	50,9	12,8
Poland	23,6	10,1	10,1	43,8	46,8	9,5
Romania	25,0	8,4	8,5	41,9	48,5	9,5
Yugoslavia	25,7	8,9	9,3	43,9	47,5	8,6
USSR	25,9	9,7	8,6	44,2	46,6	9,1

Source : ILO Yearbook of labour statistics 1978

will probably grow slower than the total population of the country.

Table 4 - School Population of the USSR by Age Groups (in thousands)

	1970	1975	1980
All ages	242 768	255 037	268 115
0 - 4	20 469	21 541	23 519
5 - 9	24 002	20 283	21 364
10 - 14	25 068	23 924	20 222
15 - 19	22 465	24 980	23 849
20 - 24	18 107	22 332	24 843
0 - 24	110 113	113 062	113 799

Source : Unesco Statistical Year-book 1977.

As can be seen from the above table, the number of children in the USSR, whose ages correspond to kindergarten and primary school decreased in the period of 1970-1975 by 4 mln, or by 19 % ; the age group of 10-14 years decreased by more than 1 million, with the forecast of further decrease in 1980 by 4 mln. The dominant factor in this unusual (for new history) development is the second wave effect of the Second World War, during which the country lost 20 mln of its most productive and efficient citizens.

5. Pre-school Education

This type of education has been focused in recent years on educational policies of practically all the socialist countries. It is a first stage of socialization of children which has considerable impact on employment of the mothers. Normally the pre-school education comprises creches and kindergartens, the latter being from 3 to 7 years ; as shown in the statistical tables below, both levels of pre-school education cover from 30 to 70 % of the 2-month to 7 years age group. However, the enrolment ratio of the age group 3 - 7 is considerably higher, amounting to 60 to 90 %. For example in the Soviet Union, the enrolment of pre-primary institutions has in the last year

been 15 mln children attending 120,000 institutions. This country has reported to the IBE that in many cities and districts 80 % of children are attending pre-primary institutions. In Byelorussia, 41.1 % of the age group 1 - 7 attend kindergartens. In the Ukraine it is over 55%. In Rumania, during the school year 1976-77, 73.1 % of all 3 - 5 year olds and 87.1% of 5 - 6 year olds went to kindergarten.

The enrolment ratio of pre-primary institutions is, as a rule, much higher in urban areas. The emphasis therefore is on provision of pre-primary education for rural children. The slogan of the time is that each collective farm should have its own creche and kindergarten. The Universal pre-primary education is put as a target for the next decade. In many socialist countries of course, it is not considered to be compulsory, subject to option by the family. It should be noted that parents pay only 25 % of the recurrent cost of pre-primary education which is a relatively costly type of education. The shortening in the USSR of primary schooling from 4 to 3 years (in 1969) as well as the recent discoveries in psychology and pedagogics have greatly contributed to the rapid expansion of pre-primary education in recent years.

In the contexts of pre-primary education, the often debated question of respective roles of family and school in educating children, needs some clarification. According to educational philosophies prevailing in the socialist countries, the family is the primary social cell of the community. In the most recent years, the outstanding role of the family in education was most strongly emphasized : it is considered as the first stage where children are socialized. Here, in the family, the initial ideals and life plans, morals and demands of children are formulated. However, the family has not the monopoly in educating youth. Education is done by parents in close cooperation with schools. The purpose is educating the team, through team work and for team work. This is the basic principle of the socialist pedagogy.

Recent years have witnessed the rapid development of the pre-school education in East European countries. If in 1970 the number of children in the sub-region attending pre-primary institutions totalled about 9.567 thousand, in 1975 it amounted to 1.400 thousand and reached approximately 13010 in 1976. The entrance age

for all the countries was 5 years. (For complete figures by country see table N° 9 in the Annex).

The annual rate of growth of the enrolment at this level on the average was much higher in the period of 1970-75 than in the previous six year period. The net increase of the number of children attending the institutions of pre-primary education in recent years is shown in the table below :

TABLE 5 - (in percentage)

	: 1965-1970	: 1970-1975	: 1975-1976
Bulgaria	-8.3	18.3	3.4*
Byelorussian SSR	61.3	48.6**	13.5***
Czechoslovakia	14.4	25.8	14.2
G.D.R.	21.4	11.8	-3.2
Hungary	20.9	44.9	6.0
Poland	24.9	48.7	6.1
Romania	26.7	81.2	5.6*
Ukrainian SSR	24.4	56.1	7.3
U.S.S.R.	27.6	25.4	5.4
Yugoslavia	32.7	63.2	11.8

* 1974-75

** 1970-74

*** 1974-76

Estimated on the basis of the Unesco Statistical Yearbook 1977.

The only country where the enrolment of pre-primary institutions has not grown as rapidly as in the previous period and even dropped in 1976 in comparison to 1975 is the German Democratic Republic. However, it should be noted that in 1970 the GDR had already the highest enrolment ratio of pre-school children, which was over 70 %. This country has the most developed network of pre-school establishments in the sub-region and rather slow growth of the population in the corresponding age group ; the real situation has not

deteriorated but significantly improved. (See Table 6).

Though analyses of the data for the Soviet Union and Byelorussia shows a slight slowing down in the growth of enrolment in 1970-1975 with regard to 1976-1970, there is reason to think that it will grow steadily in the future. According to the data of the Ministry of Education, the USSR was planning to increase the enrolment at this level as follows : (1975-100 %) ; 1976 - 105.1% ; 1977 - 110.5 % ; 1978 - 116 % ; 1979 - 121.4 % ; 1980 - 127 % (1). The rapid growth of the enrolment which is much faster than the growth of the corresponding age group all over the sub-region has resulted in the evident increase of the enrolment ratio for the whole age group of the children. This is shown in the table given below.

TABLE 6 - Pre-primary Education. The enrolment Ratio : Crèches and Kindergartens.

(	:	:	:	:	)
(	:	1965	: 1970	: 1975	: 1976
(	-----	-----	-----	-----	-----
(	:	:	:	:	)
(Bulgaria	:	39.9	: 41.0	: 47.2	: 47.3
(	:	:	:	:	)
(Czechoslovakia	:	29.9	: 34.7	: 36.1	: 36.2
(	:	:	:	:	)
(G.D.R.*	:	38.0	: 50.5	: 70.9	: 76.3
(	:	:	:	:	)
(Hungary	:	36.2	: 37.1	: 47.5	: 48.6
(	:	:	:	:	)
(Poland	:	15.1	: 19.8	: 24.9	: 25.7
(	:	:	:	:	)
(Romania	:	17.7	: 19.5	: 37.2	: 38.3
(	:	:	:	:	)
(USSR	:	22.5	: 31.9	: 38.5	: 39.7
(	:	:	:	:	)

* Without children whose mothers are paid a child-care leave until the child is one year old.

Source : Statistical Yearbook of the Council for Mutual Economic Assistance 1977 (in Russian).

(1) Public Education in the USSR in 1975-1976 and its development.

Table 6 needs a certain amount of explanation:

The available data refers to enrolment ratios both for crèches and kindergartens, that is the combined ratios. This fact should be taken into consideration in order not to underestimate these figures. Normally the number of children attending crèches is much smaller than that of those attending kindergartens as a consequence of the lower enrolment ratio at this sub-level. Taken separately the enrolment ratios of children attending kindergartens (age group 3-6) were much higher, in some countries several times higher than those shown in table 6. The point in case is E.G. Czechoslovakia, where over 73 % of children are attending kindergartens. In Romania during the school year 1976-77, 73 % of all 3-5 year olds and 87 % of 5-6 years olds went to kindergartens.

In conclusion, the main trend observed in the 1970's in all the countries is a rapid increase of the percentage of children attending pre-school institutions. This reflects the important shift in educational policies in the countries which, after solving the most urgent problems of illiteracy, compulsory primary and universal secondary education, are beginning to pay increasing attention to one of the most expensive, but also socially one of the most important levels of education, pre-primary education.

6. Primary and Secondary Education

The major new development in the field of education since the Bucharest Conference has been the introduction of universal secondary education of 10 years duration. Universal secondary education is achieved in the countries of the sub-region through an extensive network of general secondary schools, evening and correspondence general schools as well as technical and vocational schools. In addition, there are various types of general schools where some manual training and physical education is introduced, as well as special secondary schools for handicapped children or for children with weak health (forest or sanatorium schools). All these types of schools are providing education standards permitting entries to the institutions of higher education. In some republics, the duration of secondary education is 11 years. Entry to higher education is subject to passing an entry examination. The enrolment and specialization of higher education is related to economic requirements embodied in economic development plans (see reply to the IBE questionnaire 1979).

In the Ukraine the major achievement in education since the Bucharest Conference is the introduction of universal secondary education. In 1977 practically all graduates of the 8th grade (99.7 %) continued education. In this Republic, contribution of evening and correspondence schools to universal secondary education was particularly considerable. The output of this type of secondary schools has increased by 40 % in 10 years since 1968. In Byelorussia also universal secondary education has been achieved. In Byelorussia, 98.3 % of the corresponding age group in 1977 continued education after the 8th form. For the USSR, the enrolment of secondary education is 99 % of the corresponding age group.

As in the entire Soviet Union, in Byelorussia also evening and correspondence schools are second in importance after day schools, in contributing to universal secondary education. For the promotion of evening and correspondence secondary education, the Government approved in 1975 the decree giving the students an additional free day per week for learning without reduction in salary. An interesting innovation in the secondary schools in the past years is the introduction of optional subjects : organization of forms or classes where various subjects of the curriculum are studied in depth.

In Rumania, compulsory education is of 10 years duration. It comprises primary education, gymnasium and first stage of lycée (9th to 10th forms). Since the 1976-77 school year, Romania introduced 8 types of lycées (with 23 branches) : industrial, economic, agro-industrial, nurseries, pedagogical, sciences, humanities art lycées. Over 70 % of the pupils are enrolled in educational and agro-industrial lycées. The graduates of the lycées receive the baccalauréat. Part of the graduates of the lycées continue their studies in higher education, the remaining part are employed according to their professional training. As can be seen from this description, the new version of the lycées have two major functions : to assure an adequate general education and secondly to give specialized training so that they can qualify in special trades. An interesting feature of the new structure of secondary education in Romania is that the lycées are organized with several types of professional training according to the demands. The new structure foresees lycées which may function together with vocational and foreman schools, making up complex schools with one management and administration.

Since the introduction of universal secondary education has been practically completed, the major emphasis of educational policies in the socialist countries is being made on further improvement of quality of education. This is being achieved by various methods among which the prominent ones are the following : professional orientation of youth ; up-grading of teachers ; improvement of teaching aids and materials. A very important innovation in this direction was the introduction of the wide use of laboratories in the educational process. The majority of secondary schools in the Soviet Union, for example, have 8 or more scientific laboratories. Another interesting trend is the growing cooperation between schools and industrial and agricultural enterprises and the collective farms. The latter are assuming more and more responsibilities for teaching various skills, in providing teaching equipment ; their laboratories and sports facilities are widely and regularly used for the teaching purposes of the neighbouring schools. In improving the quality of education, the socialist countries are aiming at keeping pace with the latest advancements in the scientific technological revolution. The key role in this belongs to regular up-grading of qualifications of teachers. Last year, in the Ukraine, for example, 31.7 % of teachers of primary schools had higher education compared to 11.6 % in the year 1968. Over 90 % of teachers of secondary education have higher education.

The practice of many countries, in particular of the Soviet Union, including Byelorussia and the Ukraine, distinguishes compulsory and universal education. The Unesco statistics refer to the former. The duration of compulsory education for most countries of the region was 8 years though in Czechoslovakia it is 9 years and in the German Democratic Republic, Romania & Hungary it is 10 years. (See Table 7).

If for the six-year period of 1965-70 the enrolment at the first level had slightly increased from 56,367,000 in 1965 to 57,998,000 in 1970, the next period of 1970-75 showed a reversed trend. The total enrolment at the first level dropped significantly from 57,998,000 to 52,639,000 in 1975. This fact can be attributed mainly to the above noted increase of the population of the corresponding age groups due to the low rate of births mentioned above.

At the same time, the number of teachers at this level continued to grow though more slowly than in the previous five-year period. In 1975 their number reached 3,253,000 in comparison with 3,102,000 in

	Entrance age preceding the first level	Compulsory educ.		1st level		2nd level					
		age limits	duration	entrance age	duration	General education		teacher training		other second level	
						entrance age	duration	entrance age	duration	entrance age	duration
Albania	3	7-15	8	6	8	14	4	14	4	14	4
Bulgaria	3	7-16	8	7	8	15	3			16	3-5
Czechoslovakia	3	6-15	9	6	9	15	4	15	4	15	2-6
IDR	3	7-16	10	7	10	17	2	16	3	15	2-3
Hungary	3	6-16	10	6	8	14	4	14	4	14	3-4
Poland	3	7-15	8	7	8	15	4	15	4-5	15	2-6
Roumania	3	6-16	10	6	8-10	14	4	14	2-5	14	1-5
Yugoslavia	3	7-15	8	7	8	15	4	15	4	15	4-5
USSR	3	7-15 7-16	8	7	8	14	2-4	15	4	14	1-4
Byelorussian SSR	3	7-15	8	7	8	14	2-4	14	3-4	14	1-3
Ukrainian SSR	3	7-16	8	7	8	14	2-4	14	4	14	1-4

Source : Unesco Statistical Yearbook 1977

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1970, which constituted an increase of 1.9 %. This growth contributed to the diminution of the pupil-teacher ratios in almost all the countries of the sub-region.

The percentage of women teachers which was already high in 1970 (being the lowest in Yugoslavia -58% and the highest in Poland -80 %) either remained at the same level in some countries (Poland) or slightly increased in others (Bulgaria, Romania, USSR). The more or less significant increase of women teachers has taken place in Czechoslovakia (from 73 % in 1970 to 77 % in 1976). As far as the enrolment ratios are concerned they fluctuated around 100 %.

On the contrary, enrolment at the second level of education continues to grow in 1970-1975 even more rapidly than in 1965-1970. If for the previous six-year period (1965-70) the increase was 7.5 % reaching 13,530,000 in 1970, the next six-year period it was 15.6 % reaching 15,644,000 in 1975. The main feature is the increase of the enrolment ratios at this level all over the sub-region but the USSR where it was according to specific Unesco methods of estimation at the level of 72 % in 1965, 71 % in 1975 and 73 % in 1976. In 1975 it was the highest in the GDR (90 %) and Bulgaria (88 %) and the lowest in Albania (43 %). (See Annex 6).

Though the complete data for the more recent years are not available, it is apparent that this trend has persisted as almost all these countries have introduced universal education of 10 years duration.

In 1973, the Soviet Union fixed the goal of the universal complete secondary education for youth. According to the Ministry of Public Education of the USSR, this main goal is now practically attained. About 99 % of those who finish the eight-year school (incomplete secondary education) continue their education in various types of institutions of the second level (general secondary schools, teacher-training colleges, specialized secondary schools) which permit them to complete their secondary education.

In the Soviet Union 64.4 % of pupils who graduated in 1976 from the eighth grade of the general school entered the 9th grade of full-time general education school. The full-time secondary school is the principal educational institution which ensures complete secondary education. The remaining 30 % were streamed into various specialized institutions of secondary education.

For 1976-1980 the construction of a large number of school buildings with 6,500,000 places is foreseen. By 1980 about 61 % of all the pupils will attend schools which were built in the last 15 years.^{1/}

The number of primary schools has significantly decreased in recent years. A great number of eight-year schools (incomplete secondary) have been closed. The 10 year secondary schools constitute now about 35 % of all schools but their enrolment has reached 77 % of the total number of pupils in this type of education. This reorganization of the school network took place mainly in the rural areas and was aimed at the improvement of the quality of education in the villages and at overcoming the lagging behind of the rural schools.

In recent years a new form of organization of general secondary school has been developed in the Soviet Union. An increasing number of children attend day-care schools or classes. In the 1970/71 school-year the day-care schools and classes enrolled 5,188,000 pupils, in 1975/76 their number increased by 7,300,00. The corresponding figure for Byelorussia and the Ukraine was 166,000 and 668,000 in 1970/71, and 229,000 and 1,870,000 in 1975/76. ^{2/} Together with boarding schools the number of children attending the day-care schools in the Soviet Union was estimated at 10 mln. in 1975/76. ^{3/}

Alongside with the extension of the network of day-care and boarding schools special measures were undertaken to improve the transportation of children living in rural areas as well as to increased attention to handicapped children. All these measures taken together contributed to the diminishing of the drop-out ratio for eight-year schools in the USSR (from 1.8 % in 1970 to 0.7 % in 1976).

^{1/} Public Education in the USSR in 1975-1976 and its development.

^{2/} Public Education, Science and Culture in the USSR. Statistics 1977 (in Russian) p. 82.

^{3/} Public Education in the USSR in 1975-1976 and its development. p. 17

During the same period the percentage of repeaters from the 1st to the 8th grade was reduced five times (from 2.9 % to 0.6 %). As a result, in 1976 958 pupils out of a thousand children who entered the school 8 years before received eight year education in due time (before the age of 16) compared to 874 pupils in 1970. ^{1/} Both diminished drop-out ratios and repetition rates are important indicators of improving quality and efficiency of education. As such, they demonstrate an important trend in educational development.

The last years have witnessed another major development in education : within the wide framework of general compulsory secondary education there is an increasing number of specialized secondary schools. While the curricula and syllabuses remain practically the same in these schools as in the other general schools, some subjects are studied more profoundly. There are schools which specialize in mathematics and physics, in biology and chemistry. There are schools where the specialization is one of the foreign languages, mainly English or French and some subjects are taught in one of these languages. There are a number of special schools where only senior grades function. The pupils of these special schools are particularly gifted children selected among the best pupils, for example, winners of mathematics competitions. In this context, the experience of the school of young mathematicians in Novosibirsk represent a particular interest.

For those who already work there exists a wide system of evening secondary schools. As mentioned earlier, these schools play an important role in introducing universal secondary education. The total number of students at evening schools in the USSR for example, amounts now to 5 million.

In the period 1971-1975, for example, those who finished evening schools or schools by correspondence, constituted more than 1/4 of all those who graduated from general secondary schools.

This form of education is supposed also to play an important part in the future.

^{1/} Public Education in the USSR in 1973-1976 and its development, p. 17.

Vocational training

The new development in this field of education in some countries since the Bucharest Conference has been curriculum reforms : professional training in vocational schools is undertaken in conjunction with general education so that trainees receive a complete secondary general education plus professional qualifications. Thus the role and prestige of vocational training schools have increased. In reforming vocational education , the Soviet Union has widely used the advanced experience in this field of other socialist countries, in particular of the German Democratic Republic, Czechoslovakia and Hungary. Improvements in vocational education in the Soviet Union were taken into account in reforming education and in innovations undertaken in Bulgaria, Czechoslovakia, Hungary and the G.D.R. The exchange of advanced experience and joint experimentation and research in the field of education are becoming an important feature of sub-regional cooperation.

Vocational training also has its role to play in introducing universal general education. The number of schools of vocational training as well as their enrolment has been growing rapidly e. g. in the USSR in recent years. In 1965/66 there were 1,599,000 students at these kinds of schools, in 1970/71 2,380,000, in 1975/76 their number almost doubled in comparison with 1965/66, reaching 3,081,000 and in 1976/77 it amounted to 3,234,000.

At the end of the sixties, vocational schools which, as stated earlier, nowadays combine vocational training with general secondary education were organized. Their network is rapidly growing. This is considered to be a new promising form of training of qualified workers among young people and the introduction of universal secondary education at the same time. In 1976 the number of students of such vocational schools ensuring -complete- secondary education constituted 42 % of the total enrolment in vocational training in the USSR.

As far as the other countries of the sub-region are concerned, the evolution of enrolments in vocational training is shown in the following table n° 8.

TABLE 8 : Vocational Training - Enrolment (in thousands)

	1965/66	1970/71	1975/76	1976/77
Bulgaria	86.3	130	146	115.4
Czechoslovakia	331	349	335	337
Hungary	172	223	165	158
G.D.R.	403	403	407	433
Poland	825	868	906	872
Romania	182	282	154	119
USSR	1599	2380	3081	3234

The development of vocational training varied from country to country. While in some countries this type of education expanded rapidly (USSR, Bulgaria) in others it remained at about the same level and in two countries (Hungary and Romania) the number of students in this type of school dropped significantly.

In the USSR extra-school activities are receiving ever increasing attention on the part of the state. This form of education contributes considerably to the development of personal abilities of young people, facilitates the organization of their leisure and sports activities.

The state, through the Ministry of Education supports a rather developed network of extra-school institutions which include Young Pioneers' clubs, Young Technicians' and Young Naturalists' Centres, Children's Excursion and Tourist Clubs, sports schools and other establishments. In 1976 their number increased to 4,403 and enrolment reached 2,195,700.

For the same period the number of young technicians' Centres increased from 606 to 1008. There were 587 Young Naturalists' Centres, 201 Children's Excursion and Tourist Clubs 3106 Sports Schools and 296 other institutions in 1976. The same year the total number of children attending extra-school institutions supported by the Ministry of Education exceeded 4,120,000.

Besides, there is a wide range of extra-school establishments supported by other ministries, which include more than 7 thousand children's libraries, children's theatres, parks, children's sections of trade unions clubs etc.

The rapid advance of science and technology demands new forms and methods of extra-school activities which make an emphasis on the development of cognitive skills of children. In recent years a large number of clubs and scientific societies for the young have been created to get them acquainted with the latest achievement in science and technology and to introduce research methods and scientific literature. A good example of non-formal or out-of-school educational activities for children is found in the Ukraine. In this country there are 3,000 institutions for out-of-school educational activities including Pioneer Palaces, laboratories for young technicians and researchers, sports schools for the young, excursion and tourist institutions, pioneer camps, teams for cultural performances, scientific, art and literature clubs and theatres etc. In addition, numerous competitions, olympiades and games are organized for children. The role of part-time teachers - outstanding practitioners from enterprises, theatres, cinemas, etc., is particularly important.

New trends in Financing

It is known that education occupies the first place among social expenditure items in the socialist countries. The budgetary allocations for education in most countries of the sub-region were, in the last decade, growing faster than the national incomes. However, the role of extra-budgetary sources in financing education has, in recent years, increased both in absolute and relative terms. Various ministries cooperatives, trade unions, non-governmental public organizations, enterprises and collective farms, all contributed increasingly to finance the education of the socialist countries. The construction plans of new enterprises typically foresee investments for schools, kindergartens and sometimes for institutions of higher education. Collective farms are building their own schools and kindergartens and therefore they are responsible for their equipment and maintenance. Trade Unions are paying for social and recreation services of the schools. Enterprises are paying salaries for their staff,

working as part-time teachers. Many schools, particularly boarding schools, have their own farms where pupils are working. The profits of these farms are used for financing education and for remunerating the pupils.

The quantification of extra-budgetary financing sources is difficult if not altogether impossible. In some countries and for some types of education they range from 10 to 30 per cent.

Conclusion: Future educational policies in the light of achievements and difficulties and limiting factors.

It is an essential feature of national educational policies in Socialist countries that it is not a mechanical sum of measures but, dialectically connected rules, criteria, procedures and acts on the part of the States, creating favourable conditions for the development of education with the assistance of the united and coordinated efforts of those working in the field of education, the economy, science and culture, the widest strata of the population, of the whole youth.

All this has led to the elaboration in many countries, of a long-range, all-national complex programme of education, which will serve as a basis of the transition to the structure of the new educational system, the planned construction and improvement of the organisation and management of the reformed educational systems up to 1990-1995. This programme formulates long-term educational policies.

The main preoccupation of the programmes is a formulation of future educational goals. In conformity with the adopted educational policies, it reflects the priorities in education in the socialist countries. The long-term plans point normally to several main objectives.

The first of them refers to the problem of the varied and highly effective social realisation of youth. The efforts in this direction centre on the acquisition of solid scientific and technological knowledge, instilling of deep ideological conviction, of high socialist consciousness, patriotism and internationalism, achievement of professional preparation corresponding to modern requirements for intellectualisation and improvement of the organization of teaching. Particularly high assessment has been given to the formation of high aesthetic criteria in the young generation. Attention is paid to the proper evaluation of what is beautiful in life, of the quality of preparation of the individual for varied and highly effective realisation in life, for his contribution to the national economy and active world outlook.

The second objective usually refers to the further development and improvement of the existing, and the building of the new structure of the educational system. It consists of important improvements in the work of the present educational levels and the building of a new educational structure. In this respect, emphasis is placed on the building of the new unified poly-technical school which will ensure continuity, consistency and uninterruptedness of the study and educational process; improvement of the structure and content of the study process in higher educational establishments and in the new type of technicums; improvement of the system of raising the educational and professional standard of the cadres employed in the national economy. Considerable attention is given to 'socialisation' of the educational process, that is, to the problems of pupil, teacher and micro-climate, in the conditions of scientific and technological advance. A complex of measures has been elaborated with a view to enhancing the teacher's social status. An important place is allotted to the recreational resources of our society for the formation of the complex 'education-science-technology-man-nature' and for asserting the state-and-public principle in educational management.

The third objective is socio-economic efficiency of education. The problem of evaluating the efficiency of education is placed on a new basis. There is a change in the approach to evaluation in terms of contribution to the national economy as a whole rather than in terms of local contribution. In connection with this, apart from the application of the programmed-objective-oriented and complex approach, stress is also laid on the development of the multiplicative and economic approach. The task is to find a science-based alternative to the issue of :

a) how the educational system can most economically gain control over the scientific and technological changes leading to socio-economic changes, and how to reveal and create the possibilities for high quality teaching relative to these changes;

b) how to integrate all national resources so as to meet the needs of executive cadres and specialists corresponding to the economic, social and cultural orientation of the country.

In this connection, great prominence is given to the issue of revealing the role of scientific and technological progress and of the basic social

factors in raising the socio-economic efficiency of education and binding it to objective requirements.

Educational policies envisage improvements in the introduction of innovations in the field of teaching as well as the application of the principle of programming in the implementation of the latest achievements.

In the process of realisation of educational policies there appear to be some difficulties and limiting factors.

Bulgaria, for example, is having considerable difficulty in overcoming problems connected with the material and technical basis of the educational system. Despite large investments, the technical equipment is still inadequate because of the extremely rapid rate of wear. The task now is to reach higher standards of technical equipment for teaching and research work, especially in higher educational establishments.

Functionally, the qualification structure of the scientific, research and teaching cadres is not quite up to the responsible tasks facing education. There is something more to be done in respect of optimum ratios between full professors, associate professors, assistant professors, lecturers and research associates in the separate types and levels of educational establishments.

One prerequisite for overcoming these limiting factors is the intensive development of research and teaching cadres. Learning from the experience and achievements of others in the field of education is of enormous significance for socialist countries. International cooperation is a considerable resource in this respect. The selective strategy conducted in educational policy requires active international cooperation. The cooperation with the countries of the socialist community continues to extend and deepen at particularly rapid rates. The range of issues widens, the forms of cooperation improve. In the period since the Third Unesco Conference of Ministers of Education of the European Region, June 1980, Sofia, Bulgaria, many socialist countries have initiated joint projects with other member countries of the Council for Mutual Economic Assistance (COMECON).

Following the recommendations of the Sofia Conference and the Helsinki Act, future international cooperation is expected to develop mainly with a view to solving the following issues:

- a) further improvement of educational planning and meeting the country's needs of specialists and skilled workers;
- b) application of new teaching aids and methods and improvement of the qualification level of research and teaching cadres;
- c) exchange of experience with a view to better acquaintance with the achievements of other countries in the field of education and their application to practice;
- d) the role of research work and the contribution of higher education to its further development;
- e) exchange of specialists and, when possible, participation of research workers in joint scientific investigations;
- f) efficiency in education;
- g) dissemination of the advanced experience and considerable achievements of pedagogy and education in other countries.

It is particularly important to make use of more effective forms of cooperation such as exchange of specialists on a reciprocal basis, not subject to currency regulations.

Socialist countries have always participated and will continue to participate actively in all forms of international cooperation with all countries on the basis of the principles stipulated in the Final Act of the Helsinki Conference on Security and Cooperation.